

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester to make the next catalog (2013-14) production

DATE (CHANGE DATE EACH TIME REVISED): OCT. 10, 2012; REV 11.28.12GE; REV 12.5.12; REV 12.19.12

PROGRAM AREA(S): ENGLISH/CHICANA/O STUDIES

Directions: All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.

1. Indicate Changes and Justification for Each. [Mark all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

- | | |
|---|---|
| <input checked="" type="checkbox"/> Course title | <input type="checkbox"/> Course Content |
| <input type="checkbox"/> Prefix/suffix | <input type="checkbox"/> Course Learning Outcomes |
| <input type="checkbox"/> Course number | <input type="checkbox"/> References |
| <input type="checkbox"/> Units | <input checked="" type="checkbox"/> X GE |
| <input type="checkbox"/> Staffing formula and enrollment limits | <input checked="" type="checkbox"/> x Other Cross list with Chicana/o Studies |
| <input type="checkbox"/> Prerequisites/Corequisites | <input checked="" type="checkbox"/> x Reactivate Course |
| <input checked="" type="checkbox"/> Catalog description | |
| <input checked="" type="checkbox"/> Mode of Instruction | |

Justification: The new title conforms with current language in the field and was requested by the Chicana/o Studies Program. The new catalog description is simpler and clearer.

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

OLD

Prefix ENGL Course# 353
 Title Chicana(o)/Hispanic American Literature
 Units (3)
 3 hours lecture per week
☐ hours blank per week

☐ Prerequisites: ☐
 Consent of Instructor Required for Enrollment
☐ Corequisites: ☐

Catalog Description (Do not use any symbols):
 Study of the novels and poetry written by Hispanic American authors. In order to understand the development of the literature, we will also read essays relevant to the events, issues and concerns attending the historical interactions between Hispanic/Chicana(o)/Latina(o) Americans and other peoples in North America. Authors writing in Spain, Mexico, Central America or South American countries may also be included to gain a more global perspective on the literature.
 General Education Categories: C2, C3-b
 Grading Scheme (Select one below):
☒ A – F
☐ Credit/No Credit
☐ Optional (Student's Choice)
 Repeatable for up to ☐ units
 Total Completions ☐
 Multiple Enrollment in Same Semester Y/N ☐
 Course Level:
☒ Undergraduate
☐ Post-Baccalaureate
☐ Graduate

NEW

Prefix ENGL/CHS Course# 353
 Title Chicana/o Latina/o Literature Units (3)
 3 hours lecture per week
☐ hours blank per week

☐ Prerequisites: ☐
 Consent of Instructor Required for Enrollment
☐ Corequisites: ☐

Catalog Description (Do not use any symbols):
 Study of the literature written by Chicana/o and Latina/o authors in relation to relevant cultural, aesthetic, historical and sociopolitical contexts.
 General Education Categories: C2, C3-b
 Grading Scheme (Select one below):
☒ A – F
☐ Credit/No Credit
☐ Optional (Student's Choice)
 Repeatable for up to ☐ units
 Total Completions ☐
 Multiple Enrollment in Same Semester Y/N ☐
 Course Level:
☒ Undergraduate
☐ Post-Baccalaureate
☐ Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____
(Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>25</u>	X	Lecture	<u>3</u>	<u>1</u>	<u>30</u>	X	
Seminar		<u>1</u>			Seminar		<u>1</u>			
Lab		<u>3</u>			Lab		<u>3</u>			
Activity		<u>2</u>			Activity		<u>2</u>			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					
Online					Online					

4. Course Attributes:

X **General Education Categories:** All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

- ☐ A-1 Oral Communication
- ☐ A-2 English Writing
- ☐ A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

- ☐ B-1 Physical Sciences
- ☐ B-2 Life Sciences – Biology
- ☐ B-3 Mathematics – Mathematics and Applications
- ☐ B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

- ☐ C-1 Art
- x ☐ C-2 Literature Courses
- ☐ C-3a Language
- x ☐ C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement

Meets University Language Requirement

☐ American Institutions, Title V Section 40404: ☐ Government ☐ US Constitution ☐ US History

Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

☐ **Service Learning Course** (Approval from the Center for Community Engagement must be received before you can request this course attribute).

☐ Online Course (Answer YES if the course is ALWAYS delivered online).

5. Justification and Requirements for the Course. *[Make a brief statement to justify the need for the course]*

OLD

☐ Requirement for the Major/Minor
☐ Elective for the Major/Minor
☐ Free Elective

NEW

The course serves the English major as a elective in the literature concentration and it serves as an option for a required category in the Chicana/o Studies major.

☐ Requirement for the Major/Minor
☒ Elective for the Major/Minor
☐ Free Elective

Submit Program Modification if this course changes your program.

6. Student Learning Outcomes. (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

OLD

- To demonstrate, in writing and discussion, an understanding of the texts assigned.
- To demonstrate, in writing and discussion, an understanding of the major issues in Hispanic American literary studies.
- To demonstrate, in writing and discussion, an understanding of the social, cultural, and political issues out of which the literary texts and works of art arise.
- To articulate theoretical models for understanding Chicana(o)/Hispanic American literature.

Upon completion of the course, the student will be able to:

NEW

- demonstrate, in writing and discussion, an understanding of the texts assigned.
- demonstrate, in writing and discussion, an understanding of the major issues in Chicana/o Latina/o literary studies. (GE 4.2)
- demonstrate, in writing and discussion, an understanding of the cultural, historical, and political contexts of the literature.
- articulate theoretical models for understanding Chicana/o Latina/o literature. (GE 1.1A)

7. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

Unavailable

NEW

Early New World and Mexican American writing, the emergence of Chicano Literature, contemporary Chicana/o Latina/o literatures and cultural production.

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap. ☐

Does this course content overlap a course offered in another academic area? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap. ☐

Overlapping courses require Chairs' signatures.

8. Cross-listed Courses (Please note each prefix in item No. 1)

- List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
- List each cross-listed prefix for the course: CHS
- Program responsible for staffing: English

9. References. *[Provide 3-5 references]*

OLD unavailable

NEW

Anaya, Rudolfo. *Bless Me Ultima*. 1972. New York: Warner, 1994.
Aragón, Francisco, Ed. *The Wind Shifts: New Latino Poetry*. U of Arizona P, 2007.

Cabeza de Vaca, Álvar Núñez. *The Account: Álvar Núñez Cabeza de Vaca's Relación*. 1542. Trans. Martin A. Favata and José B. Fernández. Houston: Arte Publico, 1993.

Diaz, Junot. *The Brief Wondrous Life of Oscar Wao*. New York: Riverhead, 2007.
Gonzalez, Juan. *Harvest of Empire: A History of Latinos in America*. New York: Penguin, 2000.
Viramontes, Helena Maria. *Under the Feet of Jesus*. New York: Plume/Penguin, 1995.

And any of many available anthologies and literary works from the last couple hundred years.

10. Tenure Track Faculty qualified to teach this course.

Brad Monsma, Julia Balén

11. Requested Effective Date or First Semester offered: Fall 2013

12. New Resource Requested: Yes ☐ No ☒

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

☐

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

☐

C. Facility/Space/Transportation Needs:

☐

D. Lab Fee Requested: Yes ☐ No ☒ (Refer to the Dean's Office for additional processing)

E. Other.

☐

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes ☐ No ☒

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: **October 1, 2012** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2012**.

Last day to submit forms to be considered during the current academic year: **April 15th**.

Brad Monsma

Oct. 10, 2012

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

GE Committee response to your request have ENGL353: Chicana/o Latina/o Literature added to C2: Literature

Approved by committee on 09-15-2006

Approved by committee on 11.28.12

Request Submitted

Course: ENGL353 Chicana/o Latina/o Literature

Area: C2 Literature

Date Submitted: 9/4/2006 12:00:00 AM

Date Approved: 11/28/2012 11:29:18 AM

1. Develop students' ability to respond subjectively as well as objectively to experience

All of the learning outcomes listed on the Course Modification Form clearly indicate that the course:

- involves the student with many Chicana(o)/Hispanic American works of literature
- promotes students' ability to effectively analyze and respond to works of human imagination particularly through the course's emphasis on the historical, social, cultural, and political issues out of which works of human imagination arise
- requires substantive analytical/critical writing in its assessment of learning outcomes, typically in the form of focused response papers, research papers, and written midterms and exams.

2. Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination

All of the learning outcomes listed on the Course Modification Form clearly indicate that the course:

- involves the student with many Chicana(o)/Hispanic American works of literature
- promotes students' ability to effectively analyze and respond to works of human imagination particularly through the course's emphasis on the historical, social, cultural, and political issues out of which works of human imagination arise
- requires substantive analytical/critical writing in its assessment of learning outcomes, typically in the form of focused response papers, research papers, and written midterms and exams.

3. Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance,drama, literature, and music.

All of the learning outcomes listed on the Course Modification Form clearly indicate that the course:

- involves the student with many Chicana(o)/Hispanic American works of literature
- promotes students' ability to effectively analyze and respond to works of human imagination particularly through the course's emphasis on the historical, social, cultural, and political issues out of which works of human imagination arise
- requires substantive analytical/critical writing in its assessment of learning outcomes, typically in the form of focused response papers, research papers, and written midterms and exams.

4. Examine the interrelationship between the creative arts, the humanities, and self

All of the learning outcomes listed on the Course Modification Form clearly indicate that the course:

- involves the student with many Chicana(o)/Hispanic American works of literature
- promotes students' ability to effectively analyze and respond to works of human imagination particularly through the course's emphasis on the historical, social, cultural, and political issues out of which works of

human imagination arise

- requires substantive analytical/critical writing in its assessment of learning outcomes, typically in the form of focused response papers, research papers, and written midterms and exams.

5. Include an exposure to world cultures

All of the learning outcomes listed on the Course Modification Form clearly indicate that the course:

- involves the student with many Chicana(o)/Hispanic American works of literature
- promotes students' ability to effectively analyze and respond to works of human imagination particularly through the course's emphasis on the historical, social, cultural, and political issues out of which works of human imagination arise
- requires substantive analytical/critical writing in its assessment of learning outcomes, typically in the form of focused response papers, research papers, and written midterms and exams.

6. Involve the student with literary works

All of the learning outcomes listed on the Course Modification Form clearly indicate that the course:

- involves the student with many Chicana(o)/Hispanic American works of literature
- promotes students' ability to effectively analyze and respond to works of human imagination particularly through the course's emphasis on the historical, social, cultural, and political issues out of which works of human imagination arise
- requires substantive analytical/critical writing in its assessment of learning outcomes, typically in the form of focused response papers, research papers, and written midterms and exams.

7. Promote students' ability to effectively analyze and respond to works of human imagination

All of the learning outcomes listed on the Course Modification Form clearly indicate that the course:

- involves the student with many Chicana(o)/Hispanic American works of literature
- promotes students' ability to effectively analyze and respond to works of human imagination particularly through the course's emphasis on the historical, social, cultural, and political issues out of which works of human imagination arise
- requires substantive analytical/critical writing in its assessment of learning outcomes, typically in the form of focused response papers, research papers, and written midterms and exams.

8. Require substantive analytical/critical thinking

All of the learning outcomes listed on the Course Modification Form clearly indicate that the course:

- involves the student with many Chicana(o)/Hispanic American works of literature
- promotes students' ability to effectively analyze and respond to works of human imagination particularly through the course's emphasis on the historical, social, cultural, and political issues out of which works of human imagination arise
- requires substantive analytical/critical writing in its assessment of learning outcomes, typically in the form of focused response papers, research papers, and written midterms and exams.

GE Committee response to your request have ENGL353: Chicana/o Latina/o Literature added to C3b: Multicultural

Approved by committee on 09-15-2006

Approved by committee on 11.28.12

Request Submitted

Course: ENGL353 Chicana/o Latina/o Literature

Area: C3b Multicultural

Date Submitted: 9/4/2006 12:00:00 AM

Date Approved: 11/28/2012 11:32:33 AM

1. Develop students' ability to respond subjectively as well as objectively to experience

One argument in favor of approving for C3b a course that deals with the literary tradition of a single culture is that each of these courses includes many examples of diversity within what tends to be labeled as a single culture. A course in Chicano Literature, for example, must begin with an examination of terms such as Hispanic, Latino, Nuyoricano, Afrocuban, and how those terms represent different cultures or attempt to unify people marked by differences in geography, race, politics, economics, and language. A course in African American literature will certainly include texts that represent differences between the cultures of the rural South and those of cities in the north, or between ideologies differing in their approaches to education or political engagement. A course in Asian American literature would examine ethnic differences represented in literature with cultural roots in various Asian countries. A central journal is called Studies in American Indian Literatures (plural) because it recognizes the necessity to account for the cultural differences among the many tribal nations conflated under the label Native American.

In sum, the labels we use for these courses, though standard, represent essentially multicultural traditions, and the courses as they are taught at CSUCI foreground this diversity so that any student will leave with greater understanding of the complexity of diverse cultural contributions. Furthermore, each course title and description contains the possibility of including literature from the countries of origin.

Therefore, a course in Chicana(o)/Hispanic American literature

-Addresses issues, 'ways of knowing' and perspectives from at least two cultures, for example that of Cuba and Cuban American culture in the fiction of Christina Garcia, that of rural New Mexico in the poetry of Jimmy Santiago Baca, and those represented in the generational conflicts 1940s East LA in Luis Valdez's Zoot Suit.

2. Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination

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3. Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.

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4. Examine the interrelationship between the creative arts, the humanities, and self

One argument in favor of approving for C3b a course that deals with the literary tradition of a single culture is that each of these courses includes many examples of diversity within what tends to be labeled as a single culture. A course in Chicano Literature, for example, must begin with an examination of terms such as Hispanic, Latino, Nuyoricano, Afrocuban, and how those terms represent different cultures or attempt to unify people marked by differences in geography, race, politics, economics, and language. A course in African American literature will certainly include texts that represent differences between the cultures of the rural South and those of cities in the north, or between ideologies differing in their approaches to education or political engagement. A course in Asian American literature would examine ethnic differences represented in literature with cultural roots in various Asian countries. A central journal is called *Studies in American Indian Literatures*

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In sum, the labels we use for these courses, though standard, represent essentially multicultural traditions, and the courses as they are taught at CSUCI foreground this diversity so that any student will leave with greater understanding of the complexity of diverse cultural contributions. Furthermore, each course title and description contains the possibility of including literature from the countries of origin.

Therefore, a course in Chicana(o)/Hispanic American literature

-Addresses issues, 'ways of knowing' and perspectives from at least two cultures, for example that of Cuba and Cuban American culture in the fiction of Christina Garcia, that of rural New Mexico in the poetry of Jimmy Santiago Baca, and those represented in the generational conflicts 1940s East LA in Luis Valdez's *Zoot Suit*.

5. Include an exposure to world cultures

One argument in favor of approving for C3b a course that deals with the literary tradition of a single culture is that each of these courses includes many examples of diversity within what tends to be labeled as a single culture. A course in Chicano Literature, for example, must begin with an examination of terms such as Hispanic, Latino, Nuyoricano, Afrocuban, and how those terms represent different cultures or attempt to unify people marked by differences in geography, race, politics, economics, and language. A course in African American literature will certainly include texts that represent differences between the cultures of the rural South and those of cities in the north, or between ideologies differing in their approaches to education or political engagement. A course in Asian American literature would examine ethnic differences represented in literature with cultural roots in various Asian countries. A central journal is called *Studies in American Indian Literatures* (plural) because it recognizes the necessity to account for the cultural differences among the many tribal nations conflated under the label Native American.

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Therefore, a course in Chicana(o)/Hispanic American literature

-Addresses issues, 'ways of knowing' and perspectives from at least two cultures, for example that of Cuba and Cuban American culture in the fiction of Christina Garcia, that of rural New Mexico in the poetry of Jimmy Santiago Baca, and those represented in the generational conflicts 1940s East LA in Luis Valdez's *Zoot Suit*.

6. Expose students to other cultures by addressing issues, "ways of knowing" and perspectives from at least two cultures. Must address contemporary issues. A culture is broadly defined to include aspects of ethnicity, class, gender, ability/disability, and community.

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with cultural roots in various Asian countries. A central journal is called Studies in American Indian Literatures (plural) because it recognizes the necessity to account for the cultural differences among the many tribal nations conflated under the label Native American.

In sum, the labels we use for these courses, though standard, represent essentially multicultural traditions, and the courses as they are taught at CSUCI foreground this diversity so that any student will leave with greater understanding of the complexity of diverse cultural contributions. Furthermore, each course title and description contains the possibility of including literature from the countries of origin.

Therefore, a course in Chicana(o)/Hispanic American literature

- Addresses issues, 'ways of knowing' and perspectives from at least two cultures, for example that of Cuba and Cuban American culture in the fiction of Christina Garcia, that of rural New Mexico in the poetry of Jimmy Santiago Baca, and those represented in the generational conflicts 1940s East LA in Luis Valdez's *Zoot Suit*.

Approval Sheet

Course: ENGL 353

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for Intl Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement and Service Learning Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date